USCMarshall
School of Business

MOR 570: Leading Effective Teams
Spring 2024

Instructor:	Jody Tolan, MBA, Ed.D.
Office Hours:	Wednesdays 5-6:30 pm after class. Feel free to email me to make an appointment if this time is not convenient for you.
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Course Description

In today's businesses, teams are a basic organizational building block. Teaming is consistently listed as one of the top skills that recruiters look for in graduating MBAs. This course conveys knowledge and practical tools that help students become more productive team members and leaders. Topics include the characteristics of high performing teams, leadership strategies for creating performing teams, strategies for avoiding dysfunctional team dynamics, and best practices for managing diverse and virtual teams.

Learning Objectives

Upon completion of this course each student should be able to:

- Understand and apply the theoretical concepts guiding effective team performance.
- Understand and apply appropriate steps for managing team meetings and group processes.
- Recognize and diagnose dysfunctional team behaviors and identify appropriate actions for improving the team performance.
- Develop and demonstrate the ability to apply facilitation and feedback skills to promote team communication, collaboration, and performance.
- Demonstrate effective team leadership, membership, and organizational ability to create and sustain a high performing team.

Required Course Materials

- Rath, T. (2007). *StrengthsFinder 2.0 from Gallup: Discover Your CliftonStrengths*. Gallup Press. ISBN-13: 978-1595620156

[IMPT NOTE: Please purchase the book and not just the assessment online. If you were to purchase the CliftonStrengths assessment online from Gallup, it does not come with a book or e-book. IF YOU HAVE RESULTS from taking the assessment before, you can use those results and do not need to purchase the book or another assessment. Any concerns, just email me.]

- Dyer Jr, W.G., Dyer, J.H., & Dyer, W.G. (2013). *Team Building: Proven strategies for improving team performance*. Fifth edition. John Wiley & Sons. ISBN-13: 978-1118105139 [NOTE: This text is available online from the USC Libraries using your USC credentials.]
- Hackman, J.R. (2002). *Leading teams: Setting the stage for great performances*. Harvard Business Press. ISBN-13: 978-1578513338
- Katzenbach, J.R., & Smith, D.K. (2001). *The Discipline of Teams: A mindbook-workbook for delivering small group performance*. John Wiley & Sons. ISBN-13: 978-0471382546
- Lencioni, P. (2005). *Overcoming the Five Dysfunctions of a Team: A Field Guide for Leaders, Managers and Facilitators*. Jossey-Bass. ISBN-13: 978-0787976378 [NOTE: This text is available online from the USC Libraries using your USC credentials.]
- Harvard Coursepack of Project #1 case - https://hbsp.harvard.edu/import/1132867.
- Any relevant additional articles and optional readings will be posted on Blackboard.

Blackboard LMS
Blackboard is the primary channel of communication for this course so take note of announcements and other email messages you receive that may highlight course news, requirements, updates and optional material.

Assignments and Grading

ASSIGNMENT	Percentage of Grade	Week Due
INDIVIDUAL COMPONENTS		
Class Participation	15%	N/A
Personal Team Member Profile	10%	Week 3
Teaming Exercise Reflection	10%	Week 5
Peer Evaluation & Feedback	5%	Week 8 (Proj #1) & 16 (Proj #2)
TEAM COMPONTENTS		
Team Project #1: Case Analysis	15%	Week 7
Team Project #2: Team Choice	25%	Week 14
Team Project #2 Presentation	10%	Weeks 15 & 16
Project #2 After Action Review	10%	Week 16

Participation

This course requires active participation from every individual in the class, including participation in case discussions, in-class exercises, and team activities. Because each session includes either a case discussion or exercise, students should be fully prepared to participate in class. This requires having read the appropriate materials and engaging in high-quality discussion or conversation during class. You will not be graded on the specific outcomes of any case discussion or exercise, but on the quality of your engagement and preparation. High quality participation includes contributing actively to case discussions (with comments or questions that are topical, informed by the case materials, and that help move the discussion forward) and engaging authentically with exercises and simulations (putting forth your best effort and reflecting thoughtfully on the process). It will not be possible to participate effectively in this class without doing the assigned reading and preparing for in-class case discussion (i.e., reading the case and preparing notes for discussion).

Our class will be more engaging if everyone comes prepared to listen and share. Most participation will be voluntary; however, individuals will occasionally be called upon in order to encourage active participation and to gain multiple perspectives. If you feel that you are preparing well for class but that you are not being called on enough, please let me know so that we can address the issue.

I recognize the potential difficulties with 70+ people contributing to each class discussion and will score participation on the basis of quality as opposed to quantity. While some students are far more comfortable than others with class participation, all students should make an effort to contribute meaningfully and invite others to join in. My evaluation of in-class participation will be based on the following:

- Relevance – Connect your comment the subject at hand. It is really only relevant and appropriate comments that bolster the learning experience.
- Responsiveness – Connect your comment to what someone else has said.
- Analysis – Try to use consistent and logical reasoning. How can you use data/concepts from course materials, personal experience, or general knowledge to support the assertions/findings?
- Value – Consider how your contribution furthers the understanding of the issues at hand. Can you build on your original thought so that it pushes class discussion and learning?
- Clarity – Is your comment concise and understandable?

Please note that attendance is not participation. Disruptive behaviors such as eating, entering and exiting during class discussion/activities, late arrivals or early departures (without prior approval) among other distractions may reduce your participation credit in that session. If you have any significant issues that may affect your attendance and/or participation, please let's discuss as soon as possible. I'm happy to make accommodations that make sense for all of us. For more detailed information on what constitutes strong participation see the last page of the syllabus, Further Information: Class Participation.

It may seem obvious, but attendance is required whether we hold class on Zoom or in the classroom. Many class sessions will include team activities and won't be effective if all team

members are not present. **Therefore, if you need to miss class for any reason, please notify me via email at least 24 hours in advance**. **You need to alert your teammates as well.** There is no penalty for missing one class session, however repeated absences without approval will have a significant impact on your grade.

Personal Team Member Profile

Emotional intelligence – specifically reflection & self-awareness - is central to effective leadership and this naturally extends to leading teams. After completing several self-assessments and class exercises, you will write a one-page profile of your key strengths, attributes and skills that contribute to successful team performance. You will address questions such as what makes you a valuable team member as well as what gaps or weaknesses you need to be aware of or develop when teaming with others. You will share this info with your teammates. Additional instructions will be posted on Assignments in Blackboard.

Teaming Exercise Reflection

This personal reflection assignment gives you the opportunity to review, reflect, and write about what you learned from your experience in the Teaming ELC exercise. It provides the foundation of your own personal accountability as a team member and establishes key foundations for your team. After engaging in the Teaming Exercise in the ELC, you will write a two-page double-spaced memo analyzing the experience from a team and personal point of view. Additional instructions will be posted on Assignments in Blackboard.

Peer Evaluation and Feedback

Feedback helps you learn and improve your performance as well as the quality of your output as a team. As part of the team project, you will practice and develop skills in providing and receiving effective feedback through in-class exercises and a more formal peer evaluation survey. At the conclusion of each team project, you will complete an evaluation form for yourself and your teammates. Completion of this evaluation is required and will be graded based on thoroughness and relevancy (i.e. constructive comments to your teammates). The content of the evaluations will be distributed anonymously for your own leadership growth and development. It is an opportunity for you to reflect on your behavior and get feedback from your peers to further improve. During Week 7 & Week 15 of the term, you will be emailed a link to an online survey through which you will provide your evaluations. Please complete the entire survey by the due dates noted (end of Week 8 & Week 16). Other less formal, ungraded team evaluations will be completed throughout the term which will contribute to your participation score.

Team Project #1: Case Analysis (Assigned Teams)

Cases provide would-be managers with a valuable way to practice wrestling with the actual problems of actual managers in actual companies. You will be assigned a team to complete an analysis of a real-world business case focusing on a team situation. This experience will allow you to apply the teaming concepts and frameworks covered in the course to provide solutions to a complex organizational problem as well as personally practice the concepts in your own team.

You will assess the challenges and provide a detailed plan to address those challenges in the context of team design, development and processes that will more effectively achieve the team's and organization's goals.

This paper will be evaluated based on how well you identify and analyze problems facing the protagonist(s) in the case, and the adequacy of and support for the recommendations made for what the protagonist(s) should do to address the problem. Focus your analysis on the implications for the interpersonal and behavioral processes of team management and performance. Quantitative analysis is not emphasized in this course. Prior to beginning work on the actual case analysis, you will be asked to submit a team charter which is the result of the Teaming ELC Exercise.

Your team will submit a 5-page, double-spaced paper (excluding any appendices) on Blackboard via TurnItIn no later than Wednesday, February 21st by 2 pm. Additional details and grading criteria will be provided in Assignments on Blackboard.

Team Project #2: Team Choice of Project Topic

This case project extends your practice and team member/leader development to tackle your own real-world challenge and practice skills learned in the second half of the class. Each team of six students will determine the challenge they would like to tackle as a self-managed, self-directed team. Here are two choices but I am open to discussing other options (i.e. community service project) that will fulfill the learning objectives of the assignment. I want this exercise to be meaningful for the team. Past teams have especially enjoyed this project when they find the client organization fascinating, benefit from its services, or feel strongly committed to its purpose. Topics must be approved before proceeding with the project.

- Select a client team from your own network/organization to gather and analyze data on the process and functioning of the team and prepare recommendations for improving the team's effectiveness. Essentially a consulting project, this would involve collecting primary data via interviews of current team members. The team can be on-campus (students, faculty, and/or staff) or off-campus (professionals in any work domain).
- Select a fictional team of your choice (i.e. from a film, tv series, novel, etc.) to collect data through observation and research of secondary data to analyze the process and functioning of the team. The report can make recommendations for improving the team's effectiveness or in the case of a high performing team, identify the best practices the team employs to meet and exceed its goals.

The culmination of your work is a 6-8 page double-spaced paper submitted on Blackboard via TurnItIn on Wednesday, April 10th by 2 pm. The paper must begin with a one-page, single-spaced executive summary. A team charter created at the beginning of the project is also required as an appendix. You will also create a short presentation summarizing your findings as describe below. More specific instructions on paper and presentation format will be in Assignments on Blackboard.

When selecting a client organization, teams should keep in mind that the paper will be evaluated based on the quality and effort of your data collection and analysis (i.e., taking into account the difficulty of gathering and analyzing high-quality data in a "real world" team relative to the data collection required for a fictional team), in addition to the appropriate and thorough application of course concepts in your recommendations and the overall quality of your writing.

Teams should consider the following topics and questions (among others) while writing the paper, using data gathered from your client organization/team to support each point:

- What is the nature of the problem? What are the causes of the problem?
- How can course concepts be applied to solve the problem?
- What specific action steps should the team or its management take to solve the problem? What changes should be implemented?
- What are the potential barriers, obstacles, and challenges to following your recommendations?
- What are the risks, costs, and possible unintended consequences of following your recommendations?
- How will you communicate your findings to your clients and overcome potential resistance?

Each team will submit one paper, and all team members will receive a single grade for the report. As part of the final team feedback survey, team members will be asked to evaluate the contributions made by each member of the team to the project. If there is consistent evidence that the work put in by team members varied significantly, I reserve the right to adjust individual grades (not to exceed the original grade) to team members in line with their contribution as assessed by the team.

Team Project #2 Presentation

In addition to the project paper, teams will prepare a 5-slide presentation of their report findings to be shared during the final class session (approximately 10-15 minutes). As with the report, presentations will be evaluated on the inclusion of relevant analysis, appropriate use of course concepts, and logic and substantiation of conclusions. Presentations will also be evaluated on creativity, clarity and interest. Presentation slides will be due on Blackboard for ALL teams on Wednesday, April 17th by 2 pm. I ask that you bring a printed copy of the slides to class for me as it's easier for me to keep notes on your team's performance that way (3 slides per page format).

Teams should be prepared to use their presentation time effectively and to answer questions from classmates about the analysis and findings in the presentation. The presentation is a team assignment, and all team members are expected to contribute. While I think it's a great practice opportunity, not all team members have to speak during the presentation, but all team members must contribute in a demonstrable way to the presentation's development. Contributions can be noted in the Notes section of the slides you submit.

Students are also expected to engage thoughtfully with all of the presentations and ask informative questions of other teams about the findings of their work. Participating and asking

substantive questions during the final session will be counted as part of students' participation grade. Teams' ability to answer these questions and reinforce the findings of their work will be considered an important part of the presentation grade.

Team Project #2 After Action Review

Once your team is finished with Team Project #2, you will meet outside of class time to conduct an After-Action Review. Every member of your team must be present. You are encouraged to do this in a more social setting where you can relax and celebrate your hard work and reflect on areas of strengths and weaknesses in order to improve your team performances in the future. The team will submit a 2-3 page, double-spaced memo in Week 16 via Blackboard. The memo should address these four questions:

1. First, "What did we expect to happen?"
2. Then, "What actually occurred?"
3. Next, "What went well and why?"
4. And finally, "What can we improve upon and how?"

Your analysis should include specific examples/evidence and apply relevant concepts and frameworks from the course to support your evaluation. In answering the final question, in addition to identifying team factors to improve each team member must describe one personal SMART goal relevant to their individual performance. Additional details will be posted in Assignments on Blackboard.

Our Inclusive Learning Community

Our USC Principles of Community state "USC is a multicultural community of people from diverse racial, ethnic, gender, and class backgrounds, national origins, faith backgrounds, political beliefs, abilities, and sexual orientations. Our activities, programs, classes, workshops, lectures, and everyday interactions are enriched by our acceptance of one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect."
https://diversity.usc.edu/usc-principles-of-community/

As Trojans, we understand the value of the perspectives of individuals from all backgrounds that reflect the rich diversity of our USC community and beyond. The study of teaming in organizations and leadership requires us to recognize how diversity, equity and inclusion is not only the ethical approach, but also creates a competitive advantage for organizations. Together, we will strive to make this classroom a psychologically safe and inclusive environment for all of us to develop and practice inclusive behaviors. As such, we will:

- Respect the dignity and essential work of all individuals,
- Promote a culture of respect within the university community,
- Respect the privacy, property, and freedom of others,
- Reject bigotry, discrimination, violence or intimidation of any kind,
- Practice personal and academic integrity and expect it of others, and
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

If you see ways where we can improve, please let me know.

Classroom Expectations & Policies

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Because MOR 570 is highly interactive and experiential, attendance and active participation is required at our in-person class sessions unless you have been approved by the University and the Marshall School to attend remotely.

   For remote sessions or remote attendance: [One class session is scheduled on Zoom]
   a. You are expected to have your camera on during the synchronous Zoom sessions. Headsets or earphones ensure the best audio quality but are not required. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*

   b. In addition, for any student who does not attend the Zoom session live, you may be required to complete an assignment as an alternate method of contribution to the class. You must contact me <u>prior</u> to the session.

   c. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
      i. Please do:
         1. Log into class early or promptly using USC authentication.
         2. Arrange to attend class where there is a reliable internet connection and without distractions.
         3. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
         4. If you use a virtual background, please keep it respectfully professional. Display both your first and last name during video conferencing and synchronous class meetings.
         5. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
         6. Engage in appropriate tone and language with instructors and classmates.
      ii. Please do not:
         1. Engage in a simultaneous activity not related to the class.
         2. Interact with persons who are not part of the class during the class session.
         3. Leave frequently or not be on camera for extended periods of time.
         4. Have other persons or pets in view of the camera (unless otherwise invited).

2. During our first class session, we will create a Class Community Contract of norms and expectations to create a productive, safe and fun learning environment. It will a collaborative exercise and the contract will be posted on Blackboard.

      1.

3. Any Zoom sessions will be recorded and posted in the Blackboard Course pages. Students are not permitted to create their own class recordings. All students may access these recordings for study purposes.

Technology

For assistance with your Blackboard or other USC systems (USC login, MyUSC, USC Gmail, GoogleApps), please call +1 (213) 740-5555 or email consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

For assistance with Marshall systems (MyMarshall, Marshall Outlook email) you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use the self-help service portal by clicking on the "Help" link on the upper right of the My Marshall Home Page.

If your computer does not have <u>Microsoft Word, Office 365 package is available to you free of charge</u> and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

COURSE SCHEDULE ON NEXT PAGE

COURSE SCHEDULE, REQUIRED READINGS/PREWORK & ASSIGNMENTS

IMPORTANT NOTE: Due to class interests or unforeseen circumstances, there may be minor adjustments to the course calendar and assignment updates. I will make announcements in class regarding changes and updates, but it is also your responsibility to regularly check Blackboard (Bbd) for the formal notifications of updates, instructions, changes, modifications, announcements and other important information.   Important and time sensitive Blackboard Announcements are always sent as emails when posted.

WEEK	DATE	TOPICS, PREWORK & ASSIGNMENTS
1	Jan 10	**What is Teaming? Course Introduction & Community Building** Read the syllabus Questions to ponder & prepare (nothing to turn in): - What are examples of projects that need teams and those that do not? - What makes a successful learning experience for you? What behaviors, expectations and considerations make for an outstanding course? - What gets in the way of your learning? What should we avoid doing in the class? - Your responses should include both student and professor behaviors, expectations, and considerations as our aim to create a productive and safe learning space for each of us to excel. - We will create a class community contract together in class using breakouts and full class discussion.
2	Jan 17	**The Interpersonal Imperative in Teaming** Reading: • Duhigg, C. (2016). What Google learned from its quest to build the perfect team. The New York Times Magazine, 26. (Posted in Blackboard) • Rath, T. (2007). StrengthsFinder 2.0. Part I (pp. 1-31) After taking the assessment, read your report & associated pages in the book Assessments: Take the following assessments, save results & bring the results to class: • CliftonStrengths/StrengthsFinder assessment using the code at the back of the StrengthsFinder 2.0 book. • VIA Survey of Character Strengths - viacharacter.org/survey/account/register; Select to receive the FREE report. You do not have to purchase anything. • Big 5 Personality - https://www.truity.com/test/big-five-personality-test • What is Your Conflict Management Style – access pdf here • *Optional: MBTI/16Personalities Personality test – 16personalities.com*
3	Jan 24	**Pulling the Four C's Together: Context, Composition, Competencies, Change** Reading: • Dyer et al. (2013). Team Building. Chapters 1-5 Project Teams will be assigned today.

WEEK	DATE	TOPICS, PREWORK & ASSIGNMENTS
4	Jan 31	**Managing Team Dynamics** Reading: • Dyer et al. Chapters 7-9 Virtual Teaming Exercise – Prework required posted on Blackboard
5	Feb 7	**Understanding Different Types of Teams** Guest: Dr. Lynn Robinson, Virtual Team Exercise Reading: • Dyer et al. Chapters 10-14 Team exercises in class
6	Feb 14	**Five Dysfunctions of a Team** Reading: • Lencioni, P. (2005) Overcoming the Five Dysfunctions of a Team: A Field Guide. Sections I, II & III Assignment: Case will be distributed via Blackboard at least one week prior to class to prepare for class discussion. (Participation) Team feedback exercises in class
7	Feb 21	**Leading Teams: The Bigger Picture** Reading: • Hackman, R. (2002). Leading teams: Setting the stage for great performances. Chapters 1-5 Assignments: PROJECT #1 Due before class PROJECT #2 Assigned
8	Feb 28	**Coaching the Team & Imperatives for Leaders** Guest: Paul Sanbar, Ingenuity+Leadership Coach Reading: • Hackman, R. Chapters 6-8 Assignments: PROJECT #1 Self & Peer Evaluation Due before class

WEEK	DATE	TOPICS, PREWORK & ASSIGNMENTS
9	Mar 6	TBD *Set aside for content review & team exercises.*
10	Mar 13	**SPRING BREAK! WELLNESS BREAK!**
11	Mar 20	**Performance Plus!** Reading: • Katzenbach, J.R. & Smith, D.K. (2001) The Discipline of Teams. Chapters 1, 3 & 4 Team exercises in class
12	Mar 27	**Performance Plus!** Reading: • Katzenbach & Smith. Chapters 1, 3 & 4 Team exercises in class
13	Apr 3	Getting Unstuck Reading: • Katzenbach & Smith. Chapters 5-10
14	Apr 10	TBD: Speaker Panel: Lessons from Leaders Assignments: PROJECT #2 Paper Due before class
15	Apr 17	Team Presentations I Assignments: PROJECT #2 Presentation Slides due – Submit on Blackboard & Bring a printed copy to class for Professor Tolan PROJECT #2 Self & Peer Evaluation due by Friday, April 26
16	Apr 24	Team Presentations II
17	*May 6 2-4 pm*	*Please hold this date & time for Final Exam Period. Final confirmation pending.*

Course Policies & Additional Information

Review of Assignment Grades: Feedback and reflection are critical to learning, and especially for learning from our mistakes. I am happy to discuss how you are performing on assignments or in class participation to help you improve and/or correct your mistakes. <u>This has to happen BEFORE your final grade is posted</u>. So, I invite you to contact me within a week of when an assignment is returned to discuss so I can clarify my comments – which I assume you have read and reflected on your own first. In the event that assignments are graded by a Teaching Assistant, you will meet with the TA first since s/he will be in the best position to provide useful feedback. I am happy to me with you after you meet with the TA if you have any additional questions or concerns.

Technology Policy: Laptop and Internet usage is not permitted during academic or professional sessions unless explicitly permitted by the professor. Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment and is rude to class participants. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Policy regarding the use of Artificial Intelligence (AI) Generators: Learning to use AI is an emerging skill. In this course, I encourage you to use AI-powered programs to help you with specific assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions if permitted.

Class Notes Policy: Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. I reserve all rights, including copyright, to my course syllabi, lectures, PowerPoints, exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not

limited to all course note-sharing websites.

Open Expression and Respect for All: An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement".

Academic Integrity: The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. Such academic misconduct stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and will result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

IMPORTANT NOTE: Come see me regarding any assignment where you might need help or accommodation before you make the wrong move, or if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations: USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Emergency Preparedness/Course Continuity: In case of a declared emergency (i.e. earthquake or fire), the *USC Emergency Information* web site (http://emergency.usc.edu/) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), Zoom, and other technologies.

Course Content Distribution and Synchronous Session Recordings Policies: USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation is strictly prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

Student Well-being Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - *(213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(213) 740-2101*
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information. You may want to load the LiveSafe app from here to receive alerts and stay up to date on issues of public safety - https://dps.usc.edu/services/safety-app/.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Trojans Care for Trojans – *(213) 740-0411*
USC Trojans Care for Trojans (TC4T) is an initiative within the Office of Campus Wellbeing and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. This **private and anonymous request form** provides an opportunity for Trojans to help a member of our Trojan Family.

FURTHER INFORMATION: CLASS PARTICIPATION

Preparation and class participation are extremely important parts of the learning experience in this course. Our class utilizes case analyses, role-plays, and simulations to illustrate the practical application of concepts. All of these activities require that students diligently and thoroughly prepare prior to class and actively offer their conclusions and recommendations during each session.

To help you understand what constitutes strong class participation, please review the **behavioral anchor rating scale** below.

Excellent Performance
- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Clarifies points that others may not understand
- Shares personal experiences or opinions related to topic
- Offers relevant / succinct input to class
- Actively participates in class exercises
- Demonstrates ability to apply, analyze, evaluate & synthesize course material.
- Demonstrates willingness to attempt to answer unpopular questions
- Builds on other students' contributions

Average Performance
- Participates in group discussions when asked
- Demonstrates knowledge of course material
- Offers clear, concise, "good" information on class assignments
- Offers input, but tends to reiterate the intuitive
- Attends class regularly

Unacceptable Performance
- Fails to participate even when directly asked
- Gives no input to discussions
- Does not demonstrate knowledge of the readings
- Shows up to class: does nothing
- Distracts group / class
- Irrelevant discussion